Saskatchewan Learning

Saskatchewan
Our Future is Wide Open

Building Partnerships:
First Nations and Métis Peoples and the Provincial Education System

Policy Framework for Saskatchewan's Prekindergarten to Grade 12 Education System

Fall 2003

ISBN 1-894-743-59-8

essage from the Minister

Building a Shared Future with All Saskatchewan People

The Province of Saskatchewan is at an historic turning point with its First Nations and Métis peoples. *This presents at once a challenge for change and an unparalleled opportunity.* (Adapted from Dr. Michael Tymchak, Final Report, Task Force on the Role of the School, 2001.)

Perhaps the most important opportunity and challenge facing Saskatchewan citizens today is to create a shared, harmonious and prosperous future, where *all* Saskatchewan people experience well-being and are able to participate as contributing citizens. The provincial education system has a key role to play in shaping Saskatchewan's future. It is *the* publicly funded social institution with the capacity and mandate to foster shared understanding and mutual respect in a pluralistic society. Furthermore, education is key to creating a society that is dynamic and productive, offering opportunity and fairness to all and a prosperous future for our province.

The provincial education system has a key role to play in shaping Saskatchewan's future.

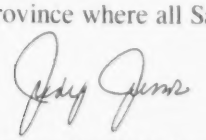
Historically in Saskatchewan, the values of cooperation, equity and community have been strong forces in successfully meeting challenges and taking advantage of opportunities. Today, these principles are vital guides as we work in new and strengthened ways with First Nations and Métis peoples to enhance the *responsiveness, effectiveness* and *inclusiveness* of the provincial education system. Working together in partnership fosters increased insight, understanding and respect for the strengths and contributions of respective groups, and provides the basis for the shared management and governance of provincial schools.

... the values of cooperation, equity and community are vital guides as we work in new and strengthened ways with First Nations and Métis peoples to enhance the responsiveness, effectiveness and inclusiveness of the provincial education system.

My vision for the province is of a shared future – one that builds on the strengths of our existing institutions and traditions and ensures that they continue to achieve their intended functions, by fairly representing and serving all Saskatchewan people. In the Prekindergarten to Grade 12 education system, this means creating new and strengthened relationships and mechanisms so that First Nations and Métis peoples have an equitable voice in planning and decision making. It requires us to rethink and, in some instances, transform existing systems, procedures, management and decision-making processes. It is my strong belief that the continued success of our province lies with the transformation of the existing system to include, reflect and embrace the needs and voices of all our people.

It is my strong belief that the continued success of our province lies with the transformation of our existing systems to include, reflect and embrace the needs and voices of all our people.

I look forward to working with you to create a shared future for our schools and province where all Saskatchewan people play an active role and benefit equitably.



Honourable Judy Junor
Minister of Learning

cknowledgements

Saskatchewan Learning gratefully acknowledges the efforts of many people and groups that have contributed to the development of this policy framework. Our sincere appreciation is extended to:

- the many boards of education whose leadership and practical experiences have provided direction for this work;
- the Aboriginal Education Provincial Advisory Committee (AEPAC) whose long-standing commitment to Aboriginal education is a mainstay within the provincial education system:

  Dr. Cecil King
  Rita Bouvier
  Larry Ahenakew
  Craig Melvin
  Dennis Barnett
  Vince Ahenakew
  Angela Weenie
  Florence Glanfield
  Larry McCallum
  Orest Murawsky
  Michael Relland
  Sharlene McGowan
  Darren McKee
  Ralph Paul
  Don Pinay
  Karen Arnason
  Norbert Witt
  Linda Pelly-Landrie
  Ray Smith
  Dean Brooman
- Meadow Lake School Division and Flying Dust First Nation, as well as the Battlefords First Nation High School Board of Education for providing access to their co-management and co-governance agreements;
- officials from the Federation of Saskatchewan Indian Nations (FSIN);
- officials from the Métis Nation – Saskatchewan (MNS);
- representatives of LEADS, SSTA and STF;
- Indian and Northern Affairs Canada (INAC);
- the Aboriginal Education Practical Issues Working Committee;
- the many directors of education within the provincial and First Nations systems; and,
- the many individuals who have contributed directly and indirectly to the development of this policy framework.

In addition, special appreciation is given to the writing reference committee:

Ted Amendt, Community Education Consultant, Community Education
Sandra Bellegarde, Assistant Director, Aboriginal Education
Trish Keith, Policy Analyst, Strategic Partnerships and Integrated Planning
Ernie Lawton, Consultant
Gillian McCreary (Chair), Executive Director of Saskatchewan Learning
Gloria Mehlmann, Director, Aboriginal Education
Terry Myers, A/Executive Director, Strategic Partnerships and Aboriginal Education
Edith Nagy, Senior Policy Analyst, Strategic Partnerships and Integrated Planning
Janice Stocks, Policy Analyst, Strategic Partnerships and Integrated Planning

104-02326/

ontents

Building Partnerships: From Many Peoples, Strength 1
- The Opportunity and the Challenge 1
- Understanding Partnerships 2
- The Provincial Context 3

Toward a Shared Future: The Vision, Goals and Principles for Partnerships 4
- Vision 4
- Goals 4
- Principles 5

Toward Co-Governance in the Provincial Education System 7
- Defining Cooperation, Co-Management and Co-Governance 7
- Continuum of Shared Authorities and Responsibilities 10

Creating a Shared Future: Achieving the Vision 12

APPENDICES 13
A. Key Initiatives in Aboriginal Education 14
B. Indicators of Aboriginal Student Achievement 19
C. *A Framework for Cooperation* (Saskatchewan's Strategy for Métis and Off-Reserve First Nations People) 20
D. Sample Co-Management and Co-Governance Agreements 23
Sample Co-Management Agreement 23
Sample Co-Governance Agreement 28
E. Partnerships at the Provincial and Regional Levels 36
F. Regional Office Contacts, Saskatchewan Learning 41
G. Glossary of Terms 43
H. References 45

Historical and Legal Context for Partnerships

The Constitution of Canada recognizes and affirms the existing Aboriginal and Treaty rights of the Aboriginal peoples of Canada. First Nations peoples have an historical relationship with Canada that is reflected in Treaty Numbers 4, 5, 6, 8 and 10 in the territory that is now Saskatchewan and in the *Indian Act*. The contributions of the Métis people in Saskatchewan are recognized in *The Métis Act*. This policy framework is advanced with full respect of the rights and authorities established through this historical and legal context.

uilding Partnerships

From Many Peoples, Strength

Saskatchewan's people come from diverse cultural backgrounds and experiences that contribute to the breadth and richness of our shared society. The First Nations peoples were the province's first inhabitants and share with the Métis peoples an historically unique place in society with specific rights that have been affirmed in the Constitution. Education has always been of great importance to First Nations peoples, as reflected in the Treaties, and education continues to be a priority among Aboriginal peoples across Saskatchewan.

From Many Peoples, Strength
(Motto: Province of Saskatchewan)

For over two decades, the provincial education system has focused attention on providing First Nations and Métis students with learning opportunities and supports that reflect their cultures and experiences and are responsive to their needs and aspirations. Many significant advances, including the provision of culturally affirming curricula, supportive policy, and holistic programming and services, have been introduced to address systemic barriers that impede the success of First Nations and Métis students and the involvement of First Nations and Métis peoples in education. Appendix A provides an overview.

While much has been accomplished through these efforts, the anticipated outcomes for First Nations and Métis children and young people in the provincial education system have not been realized. First Nations and Métis students continue to be over-represented among those not succeeding in or completing school. As well, First Nations and Métis peoples continue to be under-represented in education planning and decision-making forums. However, past efforts provide a solid foundation upon which to build, as well as critical insight into what strategic and heightened efforts are needed to ensure that First Nations and Métis students experience success and that their families have a voice in directing their children's learning.

First Nations and Métis students continue to be over-represented among those not succeeding in or completing school. First Nations and Métis peoples continue to be under-represented in education planning and decision-making forums.

The Opportunity and Challenge

There are three compelling reasons to strengthen efforts to engage First Nations and Métis peoples as full partners in the provincial education system:

1. ***To Improve Learning Outcomes for First Nations and Métis Students***
   An analysis of efforts to support the learning success of First Nations and Métis students within the provincial education system reveals the need to focus strategic efforts in two areas:
   - *fostering mutual understanding and respect and a society free from racism and discrimination* between and among Aboriginal and non-Aboriginal children, youth and adults; and,
   - *sharing decision-making powers* to create new and enhanced relationships and mechanisms to facilitate the full participation of First Nations and Métis peoples in education planning and decision making.

Strategic next steps must focus on fostering mutual understanding and respect, and proactively engaging First Nations and Métis peoples in education planning and decision making.

Both of these strategic actions are advanced through partnerships – cooperation, co-management and co-governance arrangements.

Appendix B provides an overview of the achievement of First Nations and Métis students in the provincial education system, illustrating the need for strengthened effort and improvement within the system.

2. ***To Strengthen the Integrity of the Provincial Education System***
Saskatchewan's population is undergoing a significant demographic shift with the unparalleled growth in the number of First Nations and Métis peoples and the decline in the number of non-Aboriginal peoples. In the next decade, a large proportion of children (close to 50 per cent) entering Kindergarten in provincial and First Nations schools will be of Aboriginal ancestry. This demographic shift is occurring at a time when First Nations and Métis peoples are expressing a desire for increased control over the education of their children. These changes present an opportunity for the provincial education system to fundamentally rethink its processes toward engagement of First Nations and Métis peoples in education decision making and control.

By 2016, it is projected that close to 50 per cent of the children entering Kindergarten in the province will be of Aboriginal ancestry. (Saskatchewan Learning Projections, unpublished, 2001)

3. ***To Build a Shared and Prosperous Future for Saskatchewan***
The publicly funded education system is *the* social institution with the mandate and capacity to foster mutual understanding, respect and community among diverse peoples. In preparing young people to become caring and contributing citizens, education has a critical role to play in creating a society that is inclusive, equitable and prosperous.

Moreover, labour market trends indicate that Saskatchewan will be facing a declining labour force over the next ten to fifteen years. Increased education and training opportunities for all Saskatchewan people, particularly First Nations and Métis peoples, are critical to alleviating this predicted shortage.

This policy framework, *Building Partnerships*, outlines Saskatchewan Learning's commitment to promoting collaborative working relationships among the provincial education system and First Nations and Métis authorities and communities. It puts forward the vision, goals and principles for school divisions as they transform their working relationships and the governance of the existing system through partnerships.

Understanding Partnerships

The partnerships envisioned among the provincial education system and First Nations and Métis peoples are qualitatively different from many traditional partnerships and public involvement initiatives. The **authentic partnerships** and collaborative arrangements this policy promotes will support shared management and governance of the provincial education system. These arrangements are characterized by:

- shared problem solving, decision making, resources and accountability;
- a breadth of arrangements ranging from joint projects and cooperation on programs, through shared management of programs or schools, to shared powers articulated in formal agreements that oversee the management and control of a single school or a number of schools;
- a broad scope of arrangements covering all aspects of the educational endeavour, including governance, learning program, curricula, supports and services, staff recruitment and development, finance and capital;
- a shared vision, goals and objectives, established collaboratively;
- clearly identified mutual expectations and defined roles of partners;
- practices that reflect and nurture the values of mutual respect and understanding; and,
- a shared commitment to the well-being and educational success of each child and young person within provincial and First Nations schools.

The partnerships envisioned among the provincial education system and First Nations and Métis peoples are qualitatively different from many traditional partnerships and public involvement initiatives.

The Provincial Context

The Self-Government Common Table Process

The Province of Saskatchewan is working with the Federation of Saskatchewan Indian Nations and Canada to develop the basis of a new relationship that recognizes new forms of First Nations governance. This new relationship builds upon the existing Treaty relationship between the federal government and First Nations.

The Province has been a formal party to the negotiations since *the Protocol Agreement to Establish the Common Table Process* was signed in October 1996 to discuss the fiscal and governance aspects of First Nations' self-government. Subsequently, the Fiscal Relations Table was established in 1997 and the Governance Table in 1998. *The Framework for Governance of Treaty First Nations,* which was signed in May 2000, formalized the negotiations to proceed on a sectoral basis. Family and Child Services and Education are the first two sectors to be addressed. Other sectors will be addressed in time. The Common Table processes are of critical importance and will play a vital role in shaping the future of the education system in Saskatchewan.

A Framework for Cooperation

In January 2001, Saskatchewan Government Relations and Aboriginal Affairs released *A Framework for Cooperation, Policy Statement,* which outlines the vision, goals and objectives for a strategy related to Métis and Off-Reserve First Nations people. Saskatchewan Learning is one of the twelve departments involved in this initiative. The full policy statement is available at http://www.graa.gov.sk.ca/aboriginal/html/RI/Urban/urbanstrategy.htm
In addition, Appendix C provides the vision and principles of the initiative, as well as the education-related goal and objective.

oward a Shared Future

The Vision, Goals and Principles for Partnerships

The vision, goals and principles provided below clarify Saskatchewan Learning's commitment to partnerships and to shared management and governance arrangements with First Nations and Métis peoples in the provincial education system.

The question is not whether or not to become partners, we are partners. We are in this together. The question is, what is the quality of the partnership? (Dr. Eber Hampton, President, Saskatchewan Indian Federated College, 2002)

Vision – Desired State

Saskatchewan's provincial Prekindergarten to Grade 12 education system is managed and controlled equitably by the Aboriginal and non-Aboriginal people it serves. As full partners at all levels of education planning and decision making, First Nations and Métis and non-Aboriginal peoples share responsibility and authority for achieving goals for the benefit of all Saskatchewan students, teachers, and communities.

The provincial education system plays a key role in ensuring the well-being and educational success of children and young people, contributing to the prosperity and harmony of the province. Through partnerships with families, community members and human service providers, the provincial education system provides high quality and culturally affirming learning programs, and comprehensive supports and services.

All children and young people have the opportunity to experience success and to develop the skills, knowledge and attitudes necessary to become caring and contributing citizens.

Goals

There are five goals in working toward the vision:

1. ***Improved Supports and Educational Outcomes for First Nations and Métis Students***
   First Nations and Métis children and young people have the supports and learning opportunities they need to complete high school, make successful transitions, and experience learning and life success.

2. ***Shared Management and Governance in the Provincial Education System***
   The provincial education system has representative governance structures that fairly and equitably engage and reflect the voice and composition of Saskatchewan's population.

3. ***High Quality Learning Programs for All Students***
   The learning program is responsive, academically challenging and culturally affirming. Curricula and learning materials present First Nations and Métis peoples accurately in historical and modern terms. Aboriginal content and perspectives are integral to all subject areas so that all children and youth gain knowledge, insight and understanding. Learning environments and instructional practices are caring and respectful of the cultures and experiences of all members of the learning community. All children acquire the skills and knowledge that enable them to succeed and participate fully in the social and economic life of the province.

4. ***Compatible and Transferable Practices and Reciprocal Relationships Between Provincial and First Nations Schools***
   Recognizing that many students attend school both on- and off-reserve during their education, protocols and mechanisms facilitate compatibility regarding the learning program, standards and the smooth transition of students and educators between systems.

5. ***A Shared and Harmonious Future***
   Aboriginal and non-Aboriginal populations respect and value the diversity of cultures and experiences of all citizens. They work collaboratively to create a society that is dynamic and productive where all Saskatchewan people have opportunities to experience well-being and prosperity.

Aboriginal and non-Aboriginal peoples work collaboratively and share responsibility for ensuring that all Saskatchewan citizens experience well-being and prosperity.

Principles:

The following principles guide efforts toward achieving the goals and the vision:

1. ***Focus on Children and Youth***
   Because we believe that the well-being and education of Saskatchewan children and young people are key to the future prosperity of our province ... the healthy development and successful education of *all* children and young people are the primary focus of all program planning and decision making. Young people's social, cultural and emotional contexts, experiences, needs, characteristics and goals are central. It is understood that children are usually best served in the context of their family and community.

2. ***Collaboration, Partnerships and Shared Responsibility***
   Because we believe that the well-being and education of children and young

people are shared responsibilities and that by working together we can be more effective in ensuring children's success ... the provincial education system, division boards and schools actively engage First Nations and Métis peoples in collaborative partnerships. Shared leadership, planning, decision making, resources and responsibility exist at all levels.

3. ***Equity and Respect for Diversity***
   Because we believe in the inherent value and worth of each person ... the provincial education system respects and affirms the diverse cultures of First Nations and Métis peoples by responding to and reflecting differences, cultures, worldviews, learning styles and needs in the curricula, teaching methods and environment in schools. This principle goes beyond equality of opportunity, where everyone is treated the same, to fostering a barrier-free environment where people benefit equitably.

4. ***Quality, Excellence and Accountability***
   Because we are committed to achieving the most positive outcomes possible for all Saskatchewan children and young people ... learning programs reflect the Goals of Education, are founded in the Core Curriculum, and are broad-based, culturally affirming and academically challenging. Educators use authentic assessment and evaluation processes to measure student progress, to provide information about program effectiveness, and to make changes that improve student learning.

5. ***Respect for Constitutional and Treaty Rights***
   Because we recognize that First Nations peoples are historically unique with the right to education under the Treaties ... the provincial education system respects the federal government's legal, constitutional and fiscal obligations to First Nations peoples. This policy framework and the partnerships it supports do not assume or diminish these obligations.

Saskatchewan Learning honours the jurisdiction of First Nations peoples over First Nations schools. The provincial education system is proactive in forming strong partnerships with First Nations and Métis authorities for the educational success and well-being of all Saskatchewan children.

oward Co-Governance

in the Provincial Education System

Partnership arrangements and agreements among and between the provincial education system, First Nations and Métis authorities and peoples have been undertaken for a number of years across the province, resulting in many positive experiences and outcomes. Initially, the purpose of these partnerships was to facilitate increased involvement of First Nations and Métis families in their children's learning. In recent years, this has expanded to include opportunities for shared planning and decision making, as well as for the management and governance of education projects, programs and schools or groups of schools.

Defining Cooperation, Co-Management and Co-Governance

The definitions of cooperation, co-management and co-governance in the context of enhanced partnerships among the provincial education system and First Nations and Métis authorities are key to understanding and developing the relationships envisioned by this policy framework. In defining these terms, it is helpful to first define governance and management in the context of the provincial education system.

- **Governance:** implies full control or authority within defined parameters. For example, in *The Education Act, 1995*, school divisions are described as **units for local governance** of schools and for the provision and administration of educational services (Section 40(1)). Each school division must have a board of education (Section 61), which acts as the governing authority. *The Education Act, 1995* (sections 86 through 88) defines the duties and powers of the board of education or areas over which the board of education has **governing** authority.

  In addition, *The Education Act, 1995* (sections 92 through 96) makes provisions for the establishment of Joint Boards, stipulating that the parties to the agreement, with the approval of the Minister, may delegate to the Joint Board any authority and duties set out in the agreement.

- **Management:** implies responsibility for specific areas as delegated by a governing authority. Management may involve the control and administration of a school or a number of schools on behalf of the governing authority(ies). In addition to making decisions about how best to manage a school or a number of schools, management involves making recommendations to the governing body concerning the governance of the school or schools.

With these understandings, the following definitions are helpful in understanding the cooperative, co-management and co-governance relationships growing among the

provincial education system and First Nations, Métis and other Aboriginal authorities.

- **Cooperative Partnerships:** Groups and organizations work together informally to achieve common goals and objectives. Each organization retains its autonomy and powers but contributes knowledge, advice and possibly resources toward programs and supports to strengthen the learning program through enhanced relevance and cultural affirmation. Many Indian and Métis Education Development (IMED)/Aboriginal Outreach projects are excellent examples of cooperation among boards of education and First Nations, Métis or other Aboriginal authorities.

Defining Co-Management
Management and administrative responsibilities with regard to a school or a number of schools are delegated from a board of education and First Nation and/or other Aboriginal entity through a formal agreement to a co-management board or other organization. Governance remains with the two governing entities; however, a broad range of responsibilities may be stipulated in the co-management agreement.

- **Co-Management Partnerships:** Management and administrative responsibilities with regard to a school or a number of schools are delegated from a board of education and First Nation and/or other Aboriginal entity through a formal agreement to a co-management board or other organization. Governance remains with the parties to the agreement; however, a broad range of responsibilities may be stipulated in the co-management agreement.

  The agreement between the Flying Dust First Nation and the Meadow Lake School Division is a clear example of co-management. The First Nation and the school division have retained governing authority and responsibility for the education of students residing within their respective geographic areas; however, they have delegated an array of significant responsibilities to a shared Council, which includes members from the First Nation, the school division, the student body and the community.

Defining Co-Governance
Co-governance implies formal sharing of authority and responsibilities from two or more governing authorities to a joint board or other legal entity. A co-governance agreement stipulates the parameters of authority and responsibility delegated to the Joint Board and may include the full range of duties and powers conferred or imposed upon a board of education or other governing authority, such as a First Nation.

- **Co-Governance Partnerships:** Co-governance implies formal sharing of authority and responsibilities from two or more governing authorities to a Joint Board or other legal entity. A co-governance agreement stipulates the parameters of authority and responsibility delegated to the Joint Board and may include the full range of duties and powers assigned to or conferred upon a board of education or other governing authority, such as a First Nation Council. *The Education Act, 1995* provides for the establishment of a Joint Board in sections 92 to 96.

  The Battlefords First Nations High School Board of Education of Saskatchewan, which administers the affairs of and operates the Battlefords First Nations High School (Sākewew) is an example of a co-governance initiative among the First Nations Education Authority Inc., the Battlefords Board of Education and the North West Roman Catholic Board of Education.

Appendix D provides sample co-management and co-governance agreements.

The chart on the following pages outlines a continuum of increasing levels of shared authority and responsibility from cooperation, through shared management, to shared governance of a school or school division.

There are a number of cooperative, co-management and co-governance partnerships developing provincially, regionally and locally. Appendix E outlines plans to enhance partnerships at the provincial and regional levels. In addition, co-management and co-governance partnerships are at various stages of development among boards, First Nations and other Aboriginal authorities at the local level. It is not possible to fully describe these partnership initiatives in the pages of this document because, as developing projects, they are in states of growth and change. If you would like further information about these projects, please contact your Saskatchewan Learning Regional Director. See Appendix F for a list of regional offices.

Engaging Federal Commitment

The Government of Canada has legal, fiscal and historical obligations and responsibilities regarding the education of First Nations peoples. In pursuing partnerships and co-governance arrangements with First Nations peoples, engaging representatives from Indian and Northern Affairs Canada is critical at the early planning stages.

First Nations and Métis Participation in Governance

In addition to formal co-governance and co-management agreements, First Nations and Métis peoples can participate in the governance of a school division in a number of ways. For example, if a First Nation reserve has been designated as a sub-division of a school division, the residents of the reserve elect one trustee to represent them on the board of education. As well, First Nations people living off-reserve and Métis peoples may make a personal choice to run for election to a board of education or district board of trustees. Saskatchewan's northern boards have strong Métis participation.

Continuum of Shared Authorities and Responsibilities

	Cooperative Partnerships	Co-Management Partnerships	Co-Governance Partnerships
Description	Cooperation between or among two or more groups to provide programs and supports to achieve common goals and objectives, which might include strengthening the learning program through enhanced relevance and cultural affirmation. Each party contributes knowledge, advice and possibly resources.	Management and administrative responsibilities with regard to a project, a school or a number of schools are delegated from a board of education and First Nation and/or other Aboriginal entity through a formal agreement to a co-management board or other jointly established organization. There are shared goals, planning, decision making, resources, program delivery and evaluation.	Co-governance implies formal sharing of authority and responsibilities delegated by two or more governing authorities to a joint board or other legal entity through a formal agreement.
Shared Authorities and Responsibilities	Decision makers seek advice and support from participating partners; however, final decision-making authority and management rest with one or more of the cooperating partners.	While governance rests with the governing entities, decision-making scope is shared through a formal agreement relative to a defined number of educational issues. For example, responsibilities might include: • strategic planning, budget, staffing, operations and capital; • planning and development of learning program, curricula, school culture and climate, supports and services, cultural supports, family and community partnerships, etc.; • accountability for assigned responsibilities; and, • making recommendations concerning governance.	The joint entity has full authority and responsibility as defined by the agreement up to and including the full range of duties and powers assigned to or conferred upon the parties to the agreement.
Legal Foundation	Existing legislation, regulations and operational policies support cooperation and collaboration.	Within existing legislation, regulations and operational policies, a board of education and First Nation and/or other Aboriginal entity delegate responsibilities to a jointly established council or other organization through a formal agreement.	The governing authorities that are parties to the agreement delegate authority to a Joint Board or other shared legal entity. A Joint Board may be established under provisions set out in *The Education Act, 1995*, sections 92 to 96.

	Cooperative Partnerships	Co-Management Partnerships	Co-Governance Partnerships
Structures	• Advisory Committee • Project Coordinating Committee	• Co-Management Board/Council • Joint school level organization e.g., school council • Project Coordinating Committee This new co-management board or organization is reflective of the composition of the people it serves. It is accountable to the governing authorities for its delegated responsibilities.	• Legally established Joint Board
Funding Sources	• Local school division • Aboriginal government/authority • INAC and other federal departments • Provincial government • Other sources	• Local school division • Aboriginal government/authority • INAC and other federal departments • Provincial government • Other sources	• Local school division • Aboriginal government/authority • INAC and other federal departments • Provincial government • Other sources
Agreement	Protocols or possibly a formal agreement may be in place outlining roles, contributions, objectives and monitoring processes.	Formal agreement outlining roles, contributions, objectives and monitoring processes.	Formal agreement among legal entities to establish a joint board and delegate defined authorities up to and including the full range of powers and duties assigned to or conferred upon the parties to the agreement.
Examples	Language and cultural projects, nutrition programs, early intervention programs, integrated school-linked services, Indian and Métis Education Development (IMED) projects, Elders/Outreach programs, school/business partnerships.	Flying Dust First Nation/Meadow Lake School Division retain authority for the education of the students within their respective geographic areas. Through a formal agreement, both parties have delegated to a shared council a range of responsibilities relevant to five schools in the Town of Meadow Lake and on the First Nation.	The Battlefords First Nations High School Board of Education of Saskatchewan, which administers the affairs of and operates the Battlefords First Nations High School (Sâkewew), is an example of a co-governance initiative among the First Nations Education Authority Inc., the Battlefords Board of Education, and the North West Roman Catholic Board of Education.

reating a Shared Future

Achieving the Vision

Saskatchewan's education system has taken a strong lead in responding to the needs and aspirations of First Nations and Métis peoples. Efforts undertaken by provincial education partners, schools and school divisions, and Aboriginal authorities to create holistic policies, programs and curricula that affirm and support First Nations and Métis peoples' cultures, experiences, history and achievements have laid the foundation for trust and respect where partnerships can develop and thrive.

The shared management and governance partnerships this policy framework promotes are developing across the provincial education system at local, regional and provincial levels. They engage Aboriginal peoples directly in planning and decision making to improve opportunities and outcomes for *all* students. When the promise of this framework is achieved, the governance and management of the provincial education system will be shared at all levels with the people it serves. Saskatchewan's education system will be able to continue a critical role in society – contributing to the harmony and prosperity of the province where all citizens can participate and benefit.

ppendices

A. Key Initiatives in Aboriginal Education

B. Indicators of Aboriginal Student Achievement

C. *A Framework for Cooperation* (Saskatchewan's Strategy for Métis and Off-Reserve First Nations People)

D. Sample Co-Management and Co-Governance Agreements

E. Partnerships at the Provincial and Regional Levels

F. Regional Office Contacts, Saskatchewan Learning

G. Glossary of Terms

H. References

Appendix A: Key Initiatives in Aboriginal Education

Year	Agency	Initiative
1973	University of Regina (U of R), University of Saskatchewan (U of S)	Indian Teacher Education Program (ITEP) established
1973-74	Saskatchewan Human Rights Commission	*Prejudice in Social Studies Textbooks* released
1976	Northern Lights School Division, U of R, U of S	Northern Teacher Education Program (NORTEP) established
1980	St. Paul's Roman Catholic Separate School Division, Saskatoon	Joe Duquette High School established
1980	Saskatchewan Learning	Community Schools Program introduced
1980	U of S, U of R, Gabriel Dumont Institute, Post –Secondary	Saskatchewan Urban Native Teacher Education Program (SUNTEP) established
1980	Saskatchewan Teachers' Federation (STF)	Special Subject Council AWASIS – Indian and Métis Education Council established
1984	Saskatchewan Learning	Indian and Métis Education Development (IMED) Program introduced
1984	Saskatchewan Learning	*The Report of the Native Curriculum Review Committee: Five Year Action Plan for Native Curriculum Development* released
1984	Minister's Advisory Committee Curriculum and Instruction Review	*Directions: The Final Report* released • *What They Said: Educational Views of Saskatchewan People* • *Saskatchewan Learning: Its Programs and Policies* • *Saskatchewan Children: Their Lives and Needs* • *Toward The Year 2000: Future Directions in Curriculum and Instruction* • *School Improvement: Building a More Effective Learning Environment*
1985	Saskatchewan Human Rights Commission	*Education Equity: A Report on Indian/Native Education in Saskatchewan* released
1985	Saskatchewan Learning	*Reaching Out: The Report of the Indian and Métis Education Consultations* released
1987	Saskatchewan Learning	*Indian and Métis Content Literature Selection Guide* released
1988	Saskatchewan School Trustees Association (SSTA), STF, Saskatchewan Learning	*Partners at School: A Handbook on How to Involve Indian and Métis Parents in School Activities* released

Year	Agency	Initiative
1988	Saskatchewan Learning	*Rationale and Recommendations for the Teaching of Indian Languages in Saskatchewan Schools* released
1989	Northern Education Task Force	*Report to the Minister of Education* released
1989	Saskatchewan Learning	*Indian and Métis Education Policy from Kindergarten to Grade 12* released
1989	Saskatchewan Learning	Indian and Métis Education Staff Development Program established
1990	Indian and Métis Education Advisory Committee (IMEAC)	*Developments in Indian and Métis Education: The Annual Report of the Indian and Métis Education Advisory Committee* released
1991	IMEAC	*Partners in Action: Action Plan of the Indian and Métis Education Advisory Committee* released
1991	SSTA	*Education Equity: A Significant Investment* released
1991	IMEAC	*Developments in Indian and Métis Education: The Annual Report of the Indian and Métis Education Advisory Committee* released
1991	Saskatchewan Learning	*Native Studies Curricula 10, 20, 30: An Information Bulletin for Administrators* released
1991	Saskatchewan Learning	*Native Studies 10: A Bibliography for Grade 10* released
1991	Saskatchewan Learning	*Native Studies 10: A Curriculum Guide for Grade 10, Societal Structures of Indian, Métis and Inuit Peoples* released
1991	Saskatchewan Learning	*Native Studies 10: Student Resource Guide* released
1991	Saskatchewan Learning	*Native Studies 10: Teachers Resource Guide, Societal Structures of Indian, Métis and Inuit Peoples* released
1992	Saskatchewan Learning	*Native Studies 20: A Curriculum Guide for Grade 11, International Indigenous Issues* released
1992	Saskatchewan Learning	*Native Studies 20: Student Resource Guide* released
1992	Saskatchewan Learning	*Native Studies 20: Case Studies and Readings Package* released
1992	IMEAC	*Developments in Indian and Métis Education: The Annual Report of the Indian and Métis Education Advisory Committee* released
1992	SSTA	*Indian and Métis Education: Present Realities and Future Directions. SSTA Special Report* released

Year	Agency	Initiative
1992	Saskatchewan Learning	*Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* released
1993	Saskatchewan Learning	*Native Studies Curricula 10, 20, 30: An Information Bulletin for Administrators* (Revised Edition) released
1993	SSTA	*Indian and Métis Education Forum: Engaging Parents as Partners* held
1993	Saskatchewan Learning	*Response to Partners in Action: Action Plan of the Indian and Métis Education Advisory Committee* released
1994	STF	*Aboriginal Education Policy* released
1994	Saskatchewan Learning	*Indian Languages: A Curriculum Guide for Kindergarten to Grade 12* released
1994	Saskatchewan Learning	*Indian Languages: A Curriculum Guide for Kindergarten to Grade 12: An Information Bulletin for Administrators* released
1994	Saskatchewan Learning	*Evaluation Report: Indian and Métis Education Staff Development Program* released
1994	Saskatchewan Learning	*Summary of the Evaluation Report, Indian and Métis Education Staff Development Program* released
1994	Saskatchewan Learning	*Language Arts for Indian and Métis Students: Adapting the Elementary Level Curriculum* released
1994	Equity in Education Working Committee formed (Saskatchewan Learning, LEADS, SHRC, SSTA and STF)	Build upon Saskatchewan equity policy initiatives already in place
1995	IMEAC	*Developments in Indian and Métis Education: The Annual Report of the Indian and Métis Education Advisory Committee* released
1995	Saskatchewan Learning	*Indian and Métis Education Policy from Kindergarten to Grade 12* (Revised Edition) released
1995	IMEAC	*The Report of the Indian and Métis Education Advisory Committee: Indian and Métis Education Action Plan* released
1995	Saskatchewan Learning	*Minister's Response to the Report of the Indian and Métis Education Advisory Committee: Indian and Métis Education Action Plan* (reprinted)
1995	Saskatchewan Learning	*Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* released

Year	Agency	Initiative
1995	Stirling McDowell Foundation for Research into Teaching	Projects on Aboriginal education issues funded
1996	STF, Saskatchewan Learning	Writing workshop incorporating Aboriginal content and perspectives offered
1996	Saskatchewan Learning	*Building Communities of Hope, Best Practices for Meeting the Learning Needs of At-Risk and Indian and Métis Students* released
1996	STF (SPDU)	*Diversity Series* released
1996	Saskatchewan Indian Federated College (SIFC), U of R, Saskatchewan Learning	*Indian and Métis Mathematics Units for the Elementary Level* released
1996	STF	Equity principles part of *Terms of Reference* for all standing Advisory Committees (informally in practice earlier)
1996	Saskatchewan Learning	Indian and Métis Education Development (IMED) Program significantly enhanced
1996	Saskatchewan Learning	Establishment of the Prekindergarten Program and *Better Beginnings, Better Future: Best Practices Policy and Guidelines for Prekindergarten in Saskatchewan Community Schools* released
1997	Equity in Education Working Committee	*Our Children, Our Communities and Our Future: Equity in Education: A Policy Framework* released
1997	Saskatchewan Learning	*Indian Languages Policy and Planning in Saskatchewan: Research Report* released
1997	Equity in Education Forum formed (Saskatchewan Learning, LEADS, SHRC, SSTA, STF, U of S, U of R and Gabriel Dumont Institute)	Network and advocacy group
1997	Saskatchewan Learning	*Canadian Studies 30: Native Studies Curriculum Guide* released
1997	Saskatchewan Learning	*Canadian Studies 30: Native Studies Resource Guide* released
1996-1998	Saskatchewan Learning and Education Partners	Established Aboriginal Education Research Network and conducted six research initiatives related to Aboriginal teacher and student experience in the provincial system
1998	IMEAC	*Priorities in Indian and Métis Education 1997-99: Indian and Métis Education Advisory Committee: Recommendation to the Minister of Education* released
1999	Saskatchewan Learning	*Indian and Métis Resource List for K-12* released

Year	Agency	Initiative
1999	Stirling McDowell Foundation for Research into Teaching	Project on Aboriginal education issues funded
1999	Saskatchewan Learning	Establishment of the Aboriginal Elder/Outreach Program
2000	Saskatchewan Learning, Aboriginal Education Research Network	*Gathering 2000* held releasing results of five educational research projects exploring the experiences and perspectives of Aboriginal students and teachers in the provincial education system
2000	Saskatchewan, Canada and the FSIN	Common Table Process discussions around education held
2000	Western Canadian Protocol for Collaboration in Basic Education	*The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12* released
2000	Aboriginal Education Provincial Advisory Committee (AEPAC) (formerly IMEAC)	*Action Plan 2000-2005* released
2000	AEPAC	*Aboriginal Education Initiatives in Saskatchewan Learning* released
2000	Saskatchewan Learning	Aboriginal Elder/Outreach Program enhanced
2001	STF Stewart Resources Centre	*Aboriginal Resources List: A Bibliography of Materials Recommended by Saskatchewan Learning* released
2001	Saskatchewan Learning	*Aboriginal Elders and Community Workers in Schools: A Guide for School Divisions and Their Partners* released
2001	Saskatchewan Learning	Major expansion of the Community Schools Program and the Prekindergarten Program
2001	Equity in Education Forum	*Planning for Action: Equity in Education: An Implementation Handbook for Our Children, Our Communities and Our Future* released
2002	Saskatchewan Learning	*Native Studies 10 Renewal: A Curriculum Guide for Grade 10, Social Organizations of First Nations, Métis and Inuit Peoples* released
2003	Saskatchewan Learning and the FSIN	The Minister of Learning and the FSIN Vice-Chief responsible for Education and Training signed a Memorandum of Understanding to work together to improve educational outcomes for First Nations students
2003	Saskatchewan Learning	After eight years of expansion, the Community Schools Program has grown from 17 schools in 3 communities to 98 schools at the primary and secondary levels in urban, rural and northern communities throughout the province

Appendix B: Indicators of Aboriginal Student Achievement

Much has been accomplished by the provincial education system through its efforts to address systemic barriers to Aboriginal student success. However, the anticipated outcomes for First Nations and Métis children and young people in the provincial education system have not been fully realized. First Nations and Métis students continue to be over-represented among those not succeeding in or completing school. While it is difficult to capture statistics for the full Aboriginal population, for those students in provincial and First Nations schools who self-declare Aboriginal status, high school completion and credit attainment rates continue to be substantially below the provincial average.

- Approximately 50% of self-declared Aboriginal students who reach Grade 10 go on to complete Grade 12; the comparable rate for all students who reach Grade 10 is closer to 80%.

- Credit attainment (the average number of credits per year attained by groups of Grade 10-12 students) is lower for Aboriginal students – about 6 credits compared to about 8 among all students in provincial schools.

At present, the Aboriginal unemployment rate is four times higher than the non-Aboriginal unemployment rate. Future labour market success in Saskatchewan demands that every effort be made to ensure that First Nations and Métis people have the supports they need to be successful in school and to become active participants in Saskatchewan's economy.

Saskatchewan's Aboriginal population is young and growing:

- Today approximately 22% of the school-age population is of Aboriginal heritage. It is expected that by 2016, close to 50% of the school-entry-age population on- and off-reserve will be of Aboriginal heritage.
- 13.5% of Saskatchewan's population reported Aboriginal identity in 2001, including First Nations (North American Indian), Métis or Inuit. This proportion was up from 11.4% in 1996, 9.7% in 1991, and 7.8% in 1986.
- Saskatchewan's Aboriginal population increased by 18,945 people or 17% between 1996 and 2001, while the non-Aboriginal population decreased by 32,410 people (-3.7%). The resulting change in total population was a decline of 1.4% over the five-year period (-13,465 people).
- The median age for the population in Saskatchewan is 38.8 for non-Aboriginal people and 20.1 for people of Aboriginal descent. Saskatchewan has the oldest median age in Canada, above the national average of 37.7 for non-Aboriginal people and one of the youngest for Aboriginal people (national average of 24.7).

Appendix C: A Framework for Cooperation

The *Métis and Off-Reserve First Nations Peoples Strategy* was passed by Cabinet on December 21, 2000. Subsequently, Premier Roy Romanow launched *A Framework for Cooperation* on January 18, 2001.

Vision:
All residents of Saskatchewan, including Métis and off-reserve First Nations people, will have the opportunities and resources to participate fully in our communities and our economies. Through education, training, employment, quality health care and other services, all people in Saskatchewan will contribute to and benefit from the riches of our society. We will realize the potential of our shared future together. (*A Framework for Cooperation: Policy Statement*, Saskatchewan Intergovernmental and Aboriginal Affairs, January 2001)

Principles:
1. Fairness and equity;
2. Partnerships among the federal and provincial governments, local governments, existing and evolving First Nations and Métis organizations and institutions, Crown Corporations, businesses, unions, other non-governmental sectors, communities and individuals;
3. Practical, timely, meaningful and sustainable responses to needs, to foster self-reliance;
4. Consistency with the provincial position that the federal government is responsible for services to First Nations and Métis peoples while acknowledging that the province is responsible for addressing the needs of First Nations and Métis peoples as residents of Saskatchewan;
5. Flexible administrative arrangements that retain accountability to the Province, Aboriginal people, and the public;
6. Respect for First Nations and Métis peoples' cultures and rights, as recognized in the *Constitution Act, 1982*;
7. Involvement of First Nations and Métis peoples in decision making, and the design and delivery of services; and,
8. Ethical, fair and constructive reporting practices that focus on outcomes.

Goals:
1. Enhance the successful entrance and completion of primary, secondary and post-secondary education for Métis and off-reserve First Nations people.
2. Prepare Métis and off-reserve First Nations people to participate in a representative provincial workforce.
3. Ensure representative workforce participation by Métis and off-reserve First Nations people in the provincial economy.
4. Improve individual and community well-being of Métis and off-reserve First Nations people.

(*A Framework for Cooperation: Policy Statement*, Saskatchewan Intergovernmental and Aboriginal Affairs, January 2001)

Saskatchewan Learning (K-12) Initiatives:
Saskatchewan Learning (K-12) has sixteen initiatives that support the *Métis and Off-Reserve First Nations People Strategy*. These initiatives are included under goal one of the strategy.

All of Saskatchewan Learning's (K-12) initiatives fall under objective 1.1, with the exception of the Early Learning Initiative, which falls under objective 1.4.

- Objective 1.1: Increase the success of Métis and off-reserve First Nations students in the provincial school system to the provincial average in ten years.
- Objective 1.4: Increase readiness to learn, cope and problem-solve by Métis and off-reserve First Nations children in the provincial school system to the provincial average in ten years.

A. Curriculum, Instruction and Evaluation Initiatives:

1. Relevant, effective curriculum emphasizing language, identity and employability;
2. Inclusion of appropriate Aboriginal content through ongoing curriculum renewal;
3. Production and evaluation of instructional materials to ensure age-grade appropriateness, congruence with the objectives of the Core Curriculum and absence of bias;
4. Development of a reporting, evaluation and accountability mechanism for Aboriginal education with results-based accountability framework and expand existing curriculum evaluation practices;
5. Continued research about Aboriginal student success in mathematics and science and development of a strategy to improve outcomes of Aboriginal students in mathematics and science; and,
6. Enhancement of non-Aboriginal teachers' knowledge and understanding of Aboriginal education through expanded teacher preparation, professional development and cross-cultural education and experience.

B. Aboriginal Languages Initiatives

1. Enhance curriculum and Aboriginal Language Development; and,
2. Develop a Métis language strategy, including the Western Canadian Protocol Framework, Aboriginal Languages research, a K-12 generic curriculum guide and funding to support the Métis community to conduct consultations with Elders.

C. Partnership Initiatives

1. Aboriginal youth, parent and community involvement in education;
2. Foster relationships with Métis and off-reserve First Nations; and, organizations/entities to increase involvement in education, including shared decision making, shared management, and co-governance of programs, services and schools.

D. Program Initiatives

1. Community Schools Program (including Northern Community Schools Program);
2. Indian and Métis Education Development (IMED) Program (including the Aboriginal Elders/Outreach Program);
3. Expand positive interventions to address barriers to learners (student retention and re-entry initiatives) through responsive and holistic Alternative Programs; and,
4. Youth Services Model (Corrections and Public Safety, Learning, Justice, Health and Community Resources and Development).

E. Equity Initiative

Develop equity leadership and capacity building initiatives at the local and provincial level, including additional school-based equity programs and plans in schools and school divisions.

F. Early Learning Initiative

Prekindergarten Program.

The full text of the *Framework for Cooperation: Policy Statement* can be found at http://www.graa.gov.sk.ca/aboriginal/html/MD/MOR/framework_coop2001.pdf or may be obtained by calling (306)787-5725.

Appendix D: Sample Co-Management and Co-Governance Agreements

Sample Co-Management Agreement

MEMORANDUM OF UNDERSTANDING

between

the *XXX* School Division

and

the *YYY* First Nation

Whereas:

1. The *XXX* School Division and the *YYY* First Nations are committed to continue working together to further the educational well-being of students in the *XXX* area;

2. The *XXX* School Division accepts responsibility for the education of students residing in the *XXX* School Division;

3. The *YYY* First Nation accepts responsibility for the education of First Nation students residing on the *YYY* First Nation; and

4. The parties continue to support the principles of Saskatchewan's Core Curriculum and Saskatchewan's Goals of Education as the basis for educational programs and services to meet the needs of the whole child within the supportive environment of the whole community.

Therefore the parties agree:

5. To continue working together in a collaborative partnership to further the educational well-being of all students in the *XXX* area, including the *YYY* First Nation, and to develop the capital and operating agreements as required to support this partnership;

6. To continue working together towards the construction of a new school in the Town of *XXX*, and to welcome the participation of other partners in the projects as may be appropriate; and

7. To continue working together towards the development and implementation of an innovative community schools approach, including a community schools agreement, to support all students and all schools in the Town of *XXX* and on *YYY* First Nation.

Signatures

_____ _____

Chief, *YYY* First Nation (signature) Date

_____ _____

Chair, *XXX* School Division (signature) Date

ASSUMPTIONS:

1) K-12 Enrolments- *YYY* First Nation
   yyyy – yyyy ### students
   yyyy – yyyy ### students (## K-3; ### Grade 4-12)

2) K-12 Enrolments- *XXX* School Division
   yyyy – yyyy #### students
   yyyy – yyyy #### students

3) Construction of K-3 school on *YYY* Reserve for ## students

4) Construction of 10-12 joint-use high school to accommodate ### students on opening

LIMITED PARTNERSHIP EQUITY – CAPITAL MODEL:

Parameters of the Agreement

- This agreement is specific to K-12 educational facilities in the Town of *XXX* as agreed to by the *XXX* School Division and the *YYY* First Nation. This agreement is contingent upon a valid operating agreement for the same term.

- The schools in *XXX* would be designed to accommodate #### students including ### students resident to, and the funding responsibility of, the *YYY* First Nation. When *YYY* First Nation enrolments exceed ### students (this being the net difference student enrolment K-12, between the *XXX* School Division students attending *YYY* K-3 and the *YYY* students attending the *XXX* School Division's schools), both parties would be subject to an additional capital contribution based on *Section 20* of *The Regulations to The Education Act, 1995*.

- If the *YYY* First Nation is to be a partner with the *XXX* School Division, it must also have a responsibility for funding and operating the schools in *XXX*. For this to be achieved, the *YYY* First Nation needs to make a capital contribution that is calculated as its percentage of the total student population multiplied by the depreciated value of the existing facilities.

Length of Agreement

- High quality educational facilities require major repairs and renovations after ## years to ensure these schools have a life expectancy of ## years. The schools in the Town of *XXX* have been maintained and the required repairs and renovations should be minimal over the next ## years.

- This capital contribution will guarantee the *YYY* First Nation continued access to ### placements in the schools in the Town of *XXX* for ## years. After ## years, the *XXX* School Division and the *YYY* First Nation will renegotiate a new capital funding agreement.

- At the end of the ## years, the value of the assets will be determined by an independent arbitrator, in accordance with the principles used to establish the present value at the outset of this agreement, as described in *The Saskatchewan Arbitration Act, 1992*. The equity accruing to each party will be assessed based on the initial contribution to the agreement and the contributions made over the ## years.

Additional Facilities

- When a capital project(s) is/are required to provide incremental space, based on the Saskatchewan Learning capital approval process, as a result of the enrolment pressures of one of the partners, that/those cost(s) will be the funding responsibility of that respective partner.

- Capital projects, approved in accordance with the Saskatchewan Learning's *School Facilities Funding Guidelines* in effect at the time of the request, that result from the enrolment pressures of both the partners shall be funded based on actual costs and according to the partners' respective percentages of the enrolment increase. If one partner's needs generate a request, that partner will have the option of including these additional facilities in this agreement.

Major Repairs and Renovations

- As major repairs and renovations are required, as approved through the Saskatchewan Learning capital approval process, the *YYY* First Nation will have the choice to contribute to the actual cost.

- If *YYY* First Nation chooses to contribute to the actual cost of major repairs and renovations, as approved through the Saskatchewan Learning capital approval process and based on the enrolments of the partners at the time of the approval, the capital contributions of each partner to major repair and renovations projects will be added to the equity of each partner in proportion with the actual costs assumed by each partner.

- If *YYY* First Nation chooses not to contribute to the cost of major repairs and renovations, the *XXX* School Division would fund all major repairs and renovations, as approved through the Saskatchewan Learning capital approval process. These contributions would be added to the equity of the *XXX* School Division thereby increasing the equity of the *XXX* School Division relative to that of the *YYY* First Nation.

Termination of Agreement

- The capital contribution of either party is protected by the provision for termination that can be exercised no earlier than *mm/dd/yyyy*. Either party can terminate this agreement effective *mm/dd* of any year after *yyyy* by giving to the other party notice of termination prior to *mm/dd* of the preceding year.

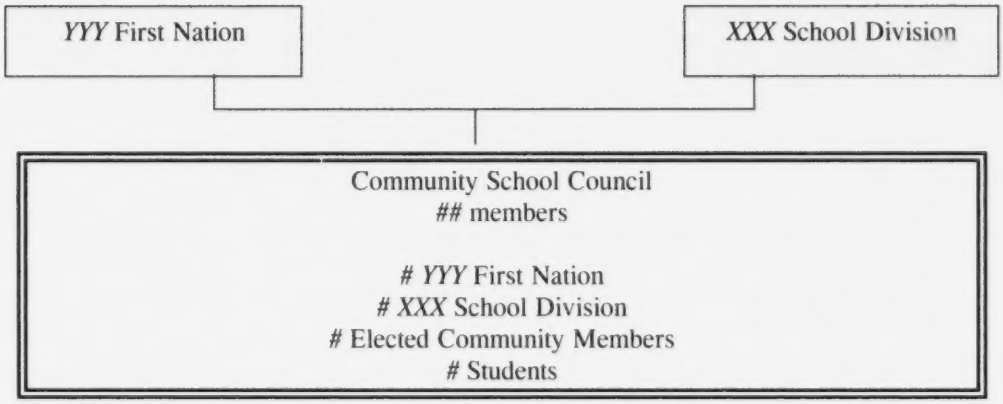
- Upon termination of the agreement, the First Nation would receive a depreciated return of its capital contribution. The amount payable to the *YYY*

First Nation would be based on its percentage share of the value of the schools in the Town of *XXX*. This value will be determined at that time by an independent arbitrator, in accordance with the principles used to establish the present value of the school facilities, excluding the value of the lands on which the schools are situated at the outset of this agreement and as described in *the Saskatchewan Arbitration Act, 1992*. These funds would be a cash settlement.

- If this agreement is caused to be terminated by *YYY* First Nation, the cash settlement, which would be based on the First Nation's share of the equity at the time of termination of depreciated school facilities in the Town of *XXX* less ##%, would be funded equally between the *XXX* School Division and Saskatchewan Learning (this varies from the cost sharing formula used by the department for school division projects). The ##% penalty does not apply at the expiration of this agreement.

Several Appendices provide further background to the agreement.

Community School Council Structure



Community School Council Roles and Responsibilities

The parties anticipate that the Community School Council's (CSC) role will evolve over time, expanding as its experience and expertise develops. Some roles and responsibilities are, nevertheless, clear from the outset.

1. The *XXX* School Division retains the responsibility:
   a) for the administrative functions with respect to all the educational facilities in the Town of *XXX*; and
   b) for ensuring that the curriculum as approved by Saskatchewan Learning is taught in these facilities.

2. The *YYY* First Nation retains the responsibility for the administrative functions with respect to the on-reserve school.

3. The CSC will have authority and responsibility to prepare and submit its annual budget with recommendation from the Community School Coordinator and Associate.

4. The *XXX* School Division will be the employer for the staff of schools in the Town of *XXX* and the *YYY* First Nation will be the employer for the staff working at the First Nation school. The CSC and the *XXX* School Division will have input into staffing issues affecting the delivery of services including, for example:
   a) hiring (as per an Annex that is subject to further discussion);
   b) code of conduct (CSC input into *XXX* School Division policy); and
   c) staff evaluations (as per an Annex that is subject to further discussion).

   The Community School Coordinator will be employed by the *XXX* School Division and will receive guidance and direction on day-to-day operations from the Community School Council. The *XXX* School Division will review and have final approval of all budget requests.

5. The CSC will have the opportunity to make a detailed pre-budget presentation to discuss such topics as building repair and request lists, school based budget requests, staffing requests and the student activities travel budget. The *XXX* School Division will review and have final approval of all budget requests.

6. The CSC will prepare regular reports to the *YYY* First Nation and the *XXX* School Division on the management of these funds.

   The Community School/Coordinator's/Associate's reports will be provided on an ongoing basis and be mailed together with the minutes of each Community School Council meeting to the *YYY* First Nation Chief and the Director of Education of the *XXX* School Division.

7. The CSC will have input into school policies such as discipline, attendance, student evaluation, and parent/school communications.

8. The CSC will participate in planning and developing relevant and innovative community school programs and services and will oversee the evaluation of the community school program effectiveness.

9. The CSC will oversee community use of school facilities and make recommendations concerning improvement and maintenance of buildings and equipment.

10. The CSC will facilitate interchange agreements between teachers working in the schools on- and off-reserve. Such arrangement will be consistent with the *XXX* School Division policies and procedures in hiring and transferring staff.

Adapted with permission from the Memorandum of Understanding between Meadow Lake School Division and Flying Dust First Nation.

Sample Co-Governance Agreement

JOINT AGREEMENT

Between:

***XXX* Inc.**

- and -

***YYY* Board of Education of Saskatchewan**

- and -

ZZZ Board of Education of Saskatchewan

WHEREAS:

A. The *YYY* Board, the *ZZZ* Board and *XXX* Inc. wish to work together to provide their pupils with instruction, courses or special services permitted under *The Education Act, 1995* in a school that includes an emphasis on Aboriginal educational needs and:

B. The parties agree to establish a joint board of education for the purposes of administering the affairs of and operating the school;

NOW THEREFORE, in consideration of the foregoing and the mutual promises given in this Agreement, the parties agree as follows:

Joint Board of Education Established

1. (1) Pursuant to section 93 of *The Education Act, 1995* ("the *Act*"), the parties agree to form a joint board of education, named AAA Board of Education of Saskatchewan ("*AAA* Board"), comprised of the following individuals:
   - (a) One member of the *ZZZ* Board, appointed by the *ZZZ* Board;
   - (b) One member of the *YYY* Board, appointed by the *YYY* Board;
   - (c) Two members from Indian bands that are members or affiliate members of the *BBB* Tribal Council, appointed by the *XXX* Inc.

   (2) The *AAA* Board shall be responsible for the administration of the *AAA* School in accordance with the terms of this Agreement.

(3) The members first appointed to the *AAA* Board shall hold office until the date of the organizational meeting of the *AAA* Board held following the next board of education elections, held after the date this agreement becomes effective, in the *ZZZ* School Division or the *YYY* School Division, whichever is later, and thereafter, members of the *AAA* Board shall hold office for a term of ## years or until their successors are appointed, whichever is later.

(4) When a vacancy occurs on the *AAA* Board, the replacement member shall be appointed by the same party who appointed the member who is vacating office.

AAA School Established

2. The *AAA* Board shall operate a school, to be called the "*AAA* School", ("the School"), in *BBB*, Saskatchewan, to provide educational services in Grades # to #, inclusive, in accordance with this Agreement, commencing the beginning of the yyyy-yyyy school year.

Powers, Duties, Procedures

3. The *AAA* Board shall have the same powers and duties, with any necessary modifications, as those conferred or imposed on boards of education pursuant to the *Act*, except that the *AAA* Board shall not have the powers or duties contained in sections 284 to 318, inclusive, of the *Act*.

It is expected that the *AAA* Board will limit borrowing powers to coincide with total revenue sources within any given school year.

Board Meetings

4. Sections 72 to 80.1 of the *Act* apply, with any necessary modification, to meetings, notices of meetings and conduct of meetings and conduct of meetings of the *AAA* Board.

Administrative Functions

5. The *YYY* Board shall provide the services of its Director of Education, its Superintendent of Instruction, its Superintendent of Administration and other staff to the *AAA* Board who are required in order to provide the following services:
   (a) financial and accounting services;
   (b) administration and operating services;
   (c) supervision and, subject to section 11, development of the instructional program and pupil services.

Administrative Fee

6. (a) The *AAA* Board shall pay to the *YYY* Board an administrative fee of *##* percent of the *AAA* Board's total annual operating budget for the provision of services described in section 5.

(b) Payments will be made semi-annually. The first payment, due *mm/dd*, will be based upon *##* percent of approved budget. The second payment, due *mm/dd*, will be based on the balance owing, according to the audited financial statement.

Teachers

7. The *AAA* Board shall employ teachers required for the *AAA* School.

Other School Staff

8. The *AAA* Board may employ personnel or contract for services in order to fulfill its responsibilities and may enter into shared services arrangements with the *YYY* Board or the *ZZZ* Board with respect to other professional services required by the *AAA* Board.

Committees

9. (1) The *AAA* Board may appoint standing or ad hoc committees and the membership of those committees may include any person that the *AAA* Board considers advisable.

(2) The Board shall establish an interagency management committee comprised of representatives of the parties and representatives from human resource providers employed by local, provincial or federal government departments or agencies, to make recommendations to the *AAA* Board relating to the creation of a collaborative culture among human resource systems within the school to provide, in a holistic manner, physical, social, emotional, cultural and spiritual support to pupils to support their learning.

(3) The Board may establish a Day Care Management Committee for the purpose of operating a day care in the school for use by pupils registered in the school.

Admission to School

10. (1) Pupils within the jurisdiction of the *YYY* Board, the *ZZZ* Board and the reserves of the Indian Bands which are members or affiliates of *BBB* Tribal Council are entitled to attend the school and the parties shall ensure that each student within their jurisdiction, who is in

Grades # to #, inclusive, is provided with the choice of attending the school, provided that the enrolment of the school does not exceed a number determined by the *AAA* Board.

(2) The *AAA* Board shall develop a policy with respect to the admission of pupils, other than those described in subsection 10(1), if space is available, and the tuition fee to be paid by those pupils.

Education Program

11. (1) The *AAA* Board shall ensure that the educational program delivered at the school conforms with the requirements of the *Act*, Saskatchewan Learning and the guidelines developed by the parties.

(2) The *AAA* Board shall ensure that the educational program in the school includes an emphasis on Aboriginal culture and provides opportunities to students:

(a) to learn about Aboriginal culture; and

(b) to participate in activities designed to develop spirituality in accordance with the guidelines for the cultural and spirituality program developed by the parties.

Evaluation

12. The *AAA* Board shall establish procedures with respect to the design and implementation of a school evaluation review and the *AAA* Board shall share the results of the review with the parties.

Annual Budget

13. (1) The *AAA* Board shall, each year, by resolution set its budget for the next school year and sections 277, 278 and 281 to 283 of the *Act*, apply, with necessary modification, to the *AAA* Board.

(2) The *AAA* Board shall not incur a deficit in its operating budget without the prior written approval of the parties.

Finance

14. (1) The parties agree that the work of the *AAA* Board shall be funded in accordance with this section.

(2) For the purposes of allocation of provincial funding, all pupils resident in the *YYY* School Division and the *ZZZ* School Division who are registered in the school are deemed to be students of the *YYY* Board and all provincial funds received in respect of those pupils shall be paid to the *AAA* Board.

(3) For the purposes of allocation of federal funding, all pupils resident

on Indian reserves who are registered in the school are deemed to be students of the *YYY* Board and will be funded accordingly. The *YYY* Board will transfer payment from the Department of Indian and Northern Affairs Canada to the *AAA* Board.

(4) Each party shall do all things necessary to ensure that the funding described in clauses (2) and (3) is paid to the *AAA* Board.

(5) On *mm/dd* in each year, the *YYY* Board and the *ZZZ* Board shall each pay to the *AAA* Board, in addition to any amount paid pursuant to subsection 14(2), an amount to be negotiated each year by the parties, to a maximum of *$000* per year per pupil, for each pupil registered in the school who is resident in their respective school divisions, based upon percentage of total enrolment on September 30th in each of the school divisions.

Transportation of Pupils

15. (1) The *AAA* Board shall pay all transportation costs relating to the transportation of pupils, resident in the *YYY* School Division and the *ZZZ* School Division, to the school.

(2) The *AAA* Board is not responsible for and shall not bear any costs relating to the transportation of pupils, resident on Indian reserves specified in subsection 10(1), to the school.

Facilities

16. (1) The *AAA* Board shall enter into a written agreement with *123456* Saskatchewan Inc. to lease land and buildings to use as facilities for the operation of the school.

(2) The *AAA* Board shall ensure that the facilities from which the school operates comply with the guidelines established by Saskatchewan Learning for school facilities and the 1995 Canadian National Building Code for non-residential schools.

Furnishings, Equipment

17. All equipment, furnishings and supplies acquired by the *AAA* Board for the operation of the school are the property of the *AAA* Board.

Insurance

18. The *AAA* Board shall obtain and maintain property insurance, general liability insurance and sexual molestation insurance through the SSTA Insurance Plan, effective on and from the date on which the school is established.

Dispute Resolution

19. All disputes relating to interpretation or application of the terms of this Agreement shall be resolved by the binding decision of three arbitrators and the provisions of *The Arbitration Act, 1992* shall apply.

Term of Agreement

20. (1) Notwithstanding the date upon which this Agreement is executed by any party, the effective date of this Agreement shall be *mm/dd/yyyy*.

(2) This Agreement shall remain in force until the school closes and the *AAA* Board is disestablished, unless terminated earlier in accordance with section 21.

Termination of Agreement

21. This Agreement may be terminated:

(1) at any time by the mutual agreement of the parties, evidenced in writing; or

(2) effective *mm/dd* in any year by any party giving written notice to the other parties at least ## months prior to the effective date of termination.

Disposition of Property on Termination

22. On termination of this Agreement:

(1) funds remaining after all financial obligations of the *AAA* Board have been met shall be distributed among the parties in the same proportion that each party contributed to the school;

(2) Furnishings, equipment, books and supplies shall be distributed among the parties in the same proportion that each party contributed to the school.

Amendments

23. If any party wishes to negotiate an amendment to this Agreement, the party shall give written notice of its desire to negotiate to the other parties no later than *mm/dd* in the year immediately preceding the school year in which any resulting amendment may become effective.

Notices

24. Any notice required to be given or other information required to be provided by one party to the other parties pursuant to this Agreement shall be delivered to the following addresses:

BBB Inc.
Street Address/P.O. Box Number
CITY PROVINCE POSTAL CODE

YYY School Division
Director of Education
Street Address/P.O. Box Number
CITY PROVINCE POSTAL CODE

ZZZ School Division
Director of Education
Street Address/P.O. Box Number
CITY PROVINCE POSTAL CODE

Assignment

25. This Agreement is not assignable.

Expanded Meetings

26. In this Agreement and its attached schedules, if any, unless there is something in the subject matter or context inconsistent with the same:
    a. the singular includes the plural and the plural includes the singular;
    b. a reference to any statute extends to and includes any amendment or re-enactment of such statute;
    c. this Agreement, excluding the schedules, overrides the schedules; and,
    d. the masculine includes the neuter gender.

Headings

27. The division of this Agreement into articles and sections, provision of a table of contents, if any, and the insertion of headings are for convenience of reference only and do not affect the construction or interpretation of this Agreement.

Waiver

28. No consent or waiver expressed or implied by any party in respect of any breach or default by any other party in the performance by such other party of its obligations under this Agreement shall be deemed or construed to be a consent to or waiver by any party of any other breach or default by any other party.

Counterparts

29. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute the Agreement.

In witness whereof the parties have hereunto set their corporate seals, attested to by the hands of their proper officers in that behalf.

AA Inc.

Per: _____

Per: _____

Board of Education of the *YYY* School Division of Saskatchewan

Per: _____

Per: _____

Board of Education of the *ZZZ* School Division of Saskatchewan

Per: _____

Per: _____

Adapted with permission from the Joint Agreement among First Nations Education Authority, Inc., North West Roman Catholic School Division Board of Education, and Battlefords School Division Board of Education.

Appendix E: Partnerships at the Provincial and Regional Levels

Achieving the vision of a co-managed and co-governed provincial education system requires enhanced relationships and new mechanisms at provincial, regional and local levels to authentically engage First Nations and Métis peoples in shared authority and responsibility. The chart below provides an overview of the key dimensions in the management of the provincial education system and outlines plans to strengthen partnerships at provincial and regional levels.

Responsibility Areas	Current Practices	Direction Of Enhanced Partnerships
	PROVINCIAL	
Government-to-Government Shared Planning and Decision Making	Overall, the relationships have been characterized by the provincial government seeking advice from First Nations and Métis peoples and governments. The Minister of Learning and department officials have responded to meeting requests as an informal practice. Shared planning and decision making takes place with respect to specific projects (e.g., curriculum development projects).	Establish mechanisms for enhancing the role of First Nations and Métis peoples in planning and decision making regarding education programs and services and standards at the provincial level. Plan collaborative events and processes.
Policy	Through the Aboriginal Education Provincial Advisory Committee (AEPAC) and other advisory and reference committees, Saskatchewan Learning has sought advice from Aboriginal people and governments.	Involve First Nations and Métis stakeholders in all policy discussions that directly affect First Nations and Métis students beyond seeking advice to full inclusion. Ensure adequate First Nations and Métis representation on all Saskatchewan Learning advisory and reference committees. Use effective processes to seek and receive policy advice and engage in planning and problem solving.

Responsibility Areas	Current Practices	Direction Of Enhanced Partnerships
Teacher Certification **Teacher Accreditation** **Teacher Training**	First Nations University of Canada and Gabriel Dumont Institute are members of the Board of Teacher Education and Certification (BTEC). First Nations schools that have approval to register secondary level students with Saskatchewan Learning must ensure that the teachers they employ to teach secondary level courses hold a valid Saskatchewan Teacher's Certificate. Teachers may make application to Saskatchewan Learning for a teaching certificate. First Nations schools may contact Saskatchewan Learning to confirm the validity of a teaching certificate. Accreditation has been extended to teachers teaching within the First Nations education system. Provincial education inservice opportunities are made available to teachers in the First Nations education system.	Review established mechanism for accreditation and certification to ensure appropriate involvement of First Nations and Métis people. Pursue implementation of the Interjurisdictional Protocol on procedures relating to the suspension and cancellation of teachers' certificates. Explore a dual certification process for components relative to teacher specializations such as Aboriginal Languages, Native Studies, teaching of Treaties, etc. Develop a shared comprehensive strategy related to pre-service and in-service teacher professional development, including professional development on new and existing curricula with First Nations and Métis content. Develop shared strategy for teacher recruitment and retention.
Curriculum Development	Through AEPAC, Saskatchewan Learning has sought advice from Aboriginal people and governments. On a project basis, First Nations and Métis people have partnered with the province to develop curriculum: • Touchwood Agency Tribal Council (Diabetes curriculum); • PAGC Languages Partnership; and, • School-to-Work Transition Program. Curriculum documents are provided on either a complimentary or a cost-recovery basis to First Nations schools. For each regional curriculum pilot, Saskatchewan Learning will work with two First Nations schools and pay the same costs that are paid for teachers in the provincial system (except for substitute fees).	Develop a process for shared development, evaluation and approval of key curricula. Develop shared mathematics/science strategy. Grant First Nations School-to-Work curriculum provincial status and make available provincially.

Responsibility Areas	Current Practices	Direction Of Enhanced Partnerships
	First Nations schools may apply for approval of locally developed courses in keeping with Saskatchewan Learning's Locally Developed Courses of Study Policy. Saskatchewan Learning and the Office of the Treaty Commissioner are in partnership to develop and implement Treaty Education modules as a first step in the development of a comprehensive professional development strategy for all Saskatchewan teachers.	
Resource Material Development	Partnerships formed on a project basis. Saskatchewan Learning evaluates learning materials for bias, cultural affirmation and suitability to the curriculum.	Develop a shared evaluation process for learning resource materials. Develop a strategy to share existing resource materials, develop new resources jointly and develop a shared distribution strategy for resource materials.
Instructional Practices	Saskatchewan Learning requires the incorporation of First Nations and Métis content and perspectives throughout the Core Curriculum, including instructional and assessment practices.	Create opportunities for shared planning and professional development to ensure appropriate and effective instructional and assessment practices. Include First Nations schools in assessment programs (Provincial Learning Assessment Program, Assessment Literacy, Opportunity-to-Learn Standards).
Program Supports	Partnerships are fundamental to provincial programs at the local level: • Community Schools – First Nations and Métis parents and community members are members of the Community School Council; • IMED (and Elders/Outreach) – funding criteria require that the board of education partner with a First Nation or other Aboriginal authority; • Nutrition Programs – many are delivered in partnership with First Nations and Métis organizations; and,	Enhance the participation of First Nations and Métis people and authorities throughout the planning process from issue identification through to implementation. Undertake a shared process to determine the full range of programs and services needed in or linked to schools. Initiate a process to recognize Elders in the classroom as traditional teachers.

Responsibility Areas	Current Practices	Direction Of Enhanced Partnerships
	• Prekindergarten – includes a strong parent involvement program. First Nations and Métis peoples and governments are involved in advisory and reference committees such as AEPAC, which provide input to the types of program supports needed.	Develop a shared strategy for encouraging students to stay in school and make the transition to post-secondary education and the labour force. Explore incentives for First Nations and Métis students to succeed (recognition of high achievers). Develop a shared mediation and appeal process for parents and students who are experiencing problems within the provincial education system. Develop a process for shared program development related to Basic Education; mentorship; family outreach; nutrition programs; parenting; family literacy; recreation, arts and culture programs; and, tutoring programs.
Student Supports and Services	Saskatchewan Learning enters into agreements with First Nations or Tribal Councils to provide basic services to secondary students, including teacher accreditation, secondary student registration, student transcripts and Grade 12 examinations. Saskatchewan Learning has an informal reciprocity arrangement with INAC for students in foster care. First Nations students have the same access to Correspondence School services as students in provincial schools. (Fees are the same.)	Develop shared protocol regarding basic services. Work together to formalize reciprocity arrangements between provincial and First Nations schools. Ensure shared implementation of the Student Data System.
Special Education	Shared accountability framework under development.	Jointly establish and fund a shared Assistance, Collaboration, Consultation, Evaluation and Support Services (ACCESS) team. Jointly plan and implement projects such as the Goal Attainment Scaling Indicators Pilot. Create opportunity for First Nations, Tribal Councils and Métis participation in Shared Service Areas.

Responsibility Areas	Current Practices	Direction Of Enhanced Partnerships
Research	The First Nations University of Canada and Gabriel Dumont Institute of Native Studies and Applied Research participate in the Saskatchewan Learning Research Network.	Create a process for shared identification of topics, research projects, etc. Partner with First Nations and Métis people to undertake research projects. Assist First Nations in accessing grants for First Nations histories with the intention of using these resources to support curriculum. Jointly research education models, such as the Santa Fe Indian School Community-Based Education Model and other possible models for use in Saskatchewan on- and off-reserve.
Parent and Community Partnerships	Saskatchewan Learning policy encourages parent and community partnerships at the local level.	Enhance partnerships with First Nations and Métis authorities in developing parent and community partnerships. Undertake a shared strategy to determine ways to engage parents more effectively in their children's education.
	REGIONAL	
Planning	First Nations education officials are encouraged to participate in regional meetings and provincial regional officials are invited to participate in First Nations director of education meetings. In the northern region, strong multisectoral partnerships are in place to plan and implement programs within the education sector and other sectors.	Strengthen partnerships in regional planning processes.
Inservice	Teachers from First Nations schools are invited to participate in regional inservice opportunities.	Increase opportunities for shared inservice.

Appendix F: Regional Office Contacts, Saskatchewan Learning

REGION ONE
Box 2003
J. Auburn Pepper Building, 110 Souris Avenue
WEYBURN SK S4H 2Z9
Facsimile: (306)848-2325

Regional Director	(306)848-2431
Regional Superintendent of Children's Services	(306)848-2429
Regional Superintendent of Curriculum and Instruction	(306)848-2430
Office Manager	(306)848-2428

REGION TWO
350 Cheadle Street West
SWIFT CURRENT SK S9H 4G3
Facsimile: (306)778-8583

Regional Director	(306)778-8249
Regional Superintendent of Children's Services	(306)778-8251
Regional Superintendent of Curriculum and Instruction	(306)778-8250
Office Manager	(306)778-8247

REGION THREE
Room 312, 3085 Albert Street
REGINA SK S4P 3V7
Facsimile: (306)787-6139

Regional Director	(306)787-6075
Regional Superintendent of Children's Services	(306)787-6073
Regional Superintendent of Curriculum and Instruction	(306)787-6094
Office Manager	(306)787-1195

REGION FOUR
8th Floor, 122 – 3rd Avenue North
SASKATOON SK S7K 2H6
Facsimile: (306)933-7469

Regional Director	(306)933-5028
Regional Superintendent of Children's Services	(306)933-5033
Regional Superintendent of Curriculum and Instruction	(306)933-5037
Office Manager	(306)933-7645
Secretary	(306)933-5027

REGION FIVE
Box 6500, 107 Crawford Avenue East
MELFORT SK S0E 1A0
Facsimile: (306)752-6168

Regional Director	(306)752-6166
Superintendent of Children's Services	(306)752-6166
Superintendent of Curriculum and Instruction	(306)752-6166
Office Manager	(306)752-6166

REGION SIX
1146 – 102nd Street
NORTH BATTLEFORD SK S9A 1E9
Facsimile: (306)446-7586

Regional Director	(306)446-7435
Regional Superintendent of Children's Services	(306)446-7436
Regional Superintendent of Curriculum and Instruction	(306)446-7438
Office Manager	(306)446-7434

NORTHERN REGION
Box 5000
LA RONGE SK S0J 1L0
Facsimile: (306)425-4383

Regional Director	(306)425-4382
Regional Superintendent of Children's Services	(306)425-4307
Regional Superintendent of Curriculum and Instruction	(306)425-4522
Office Manager	(306)425-4302

Appendix G: Glossary of Terms

Aboriginal peoples: The original inhabitants or indigenous peoples of Canada and their descendants. Aboriginal peoples include the Indian, Inuit, and Métis people of Canada (Constitution of Canada).

Co-Governance: Co-governance implies formal sharing of authority and responsibilities from two or more governing authorities to a joint board or other legal entity. A co-governance agreement stipulates the parameters of authority and responsibility delegated to the joint board and may include the full range of duties and powers assigned to or conferred upon a board of education or other governing authority, such as a First Nation Council.

Co-Management: Management and administrative responsibilities with regard to a school or a number of schools are delegated from a board of education and First Nation and/or other Aboriginal entity through a formal agreement to a co-management board or other organization. Governance remains with the parties to the agreement; however, a broad range of responsibilities may be stipulated in the co-management agreement.

Collaboration: Collaboration is an intensive and jointly planned effort among partners over a mutual concern that results in a mutually desired outcome. A relationship between two or more agencies exists in which the parties share common goals, mutual commitments, resources, decision making and evaluation responsibilities. It involves a common goal with a clearly articulated and shared commitment that is within the scope of the general goals of the collaborating interests (Swan and Morgan, 1993).

Cooperative Partnerships: Groups and organizations work together informally to achieve common goals and objectives. Each organization retains its autonomy and powers but contributes knowledge, advice and possibly resources toward programs and supports to strengthen the learning program through enhanced relevance and cultural affirmation.

Culturally Affirming: Refers to attitudes, programs, services and policies that confirm the worth of a culture and promote, in positive ways, the history, customs and beliefs of a culture. Culturally affirming programs and policies aim to:

- increase self-esteem, self-worth and self-confidence in individuals from various cultural backgrounds;
- develop people in an holistic way – mentally, emotionally, physically and spiritually; and,
- teach a way of life so people of diverse cultures can understand and respect each other.

Family: Any combination of two or more persons bound together by ties of mutual consent, birth and/or adoption/placement. Together, the members assume responsibility for variant combinations of the

following: physical maintenance and care of group members; addition of new members through procreation or adoption; socialization of children; social control of members; production consumption, and distribution of goods and services; and affective nurturance (Government of Saskatchewan, 1994).

First Nations: Refers to Indian bands and their peoples. The term connotes the significant historical reality of Indian people in Canada.

Governance: Implies full control or authority within defined parameters. For example, in *The Education Act, 1995*, school divisions are described as units for local governance of schools and for the provision and administration of educational services (Section 40(1)). Each school division must have a board of education (Section 61), which acts as the governing authority. *The Education Act, 1995*, sections 86 through 88, defines the duties and powers of the board of education or areas over which the board of education has governing authority.

In addition, *The Education Act, 1995* (sections 92–96) makes provisions for the establishment of joint boards, stipulating that the parties to the agreement, with the approval of the minister, may delegate to the joint board any authority and duties set out in the agreement.

Indian: Includes all Indian people and is not necessarily limited to those who fall within the strict meaning of the federal government's *Indian Act*. Many persons may consider themselves to be of Indian ancestry, but federal definitions limit the number of persons able to claim legal status as an Indian.

Management: Implies responsibility for specific areas as delegated by a governing authority. Management may involve the control and administration of a school or number of schools on behalf of the governing authority(ies). In addition to making decisions about how best to manage a school or number of schools, management involves making recommendations to the governing body concerning the governance of the school or schools.

Métis: Refers to those who descended from the historic Métis homeland in Western Canada or to persons of Aboriginal ancestry who identify themselves as Métis.

Partnership: Partnerships is used in this document to describe meaningful working relationships predicated on values of mutual respect and understanding and characterized by shared problem solving, decision making and resources at all levels.

Protocol: Refers to agreed-upon rules of procedure that may be drafted to specify the manner in which a process is to be conducted.

Appendix H: References

Frymier, J. and Gansneder, B. (1989). in SSTA (1992). *Building a community for learning: Integrated school-based services*. Regina: Saskatchewan School Trustees Association Research Centre.

Government of Saskatchewan. (1996). *Employment equity: Annual report* 1995/96. Regina: Author.

Government of Saskatchewan. (1994). *Working together to address barriers to learning – Integrated School-Linked Services for Children at Risk: Policy framework*. Regina: Author.

McNinch, James. (1994). *The recruitment and retention of Aboriginal teachers in Saskatchewan schools*, (SSTA Research Centre Report #94-10). Regina: SSTA.

Saskatchewan Education. (1997). *Accreditation (initial and renewal): Policies and procedures*. Regina.

Saskatchewan Education. (1997). *Better beginnings, better futures: Best practices policy and guidelines for prekindergarten in Saskatchewan community schools*. Regina: Author.

Saskatchewan Education. (1999). *Parent and community partnerships in education: Policy framework and guide*. Regina: Author.

Saskatchewan Education Equity Working Committee. (1997). *Our children, our communities and our future: Equity in education: A policy framework*. Regina: Author.

Saskatchewan Intergovernmental and Aboriginal Affairs. (2001). *A framework for cooperation: policy statement*. Regina: Author.

Saskatchewan School Trustees Association. (1993). *Meeting the needs of children: Integrated school-based services. The School Trustee.*

Swan, W. and Morgan, J. (1993). *Collaborating for comprehensive services for young children and their families*. Maryland: Paul Brookes Publishing.

Notes